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ABSTRACT

Eleven educational equity events and programs undertaken by Quincy (Massachusetts) public schools involved in Project Inter-Action are described in this booklet. Guidelines for planning such events are included. The booklet may be used to design equity events, to provide ideas for making curriculum more equitable, or to stimulate action. The subjects of the events are: (1) equity immersion; (2) women in the community; (3) a film festival; (4) an evening for parents; (5) career awareness; (6) quilting; (7) vocational-technical outreach; (8) cooperation; (9) leadership; (10) a vocational-technical openhouse; and (11) dancing. Each program, described so that it may be replicated, includes title, purpose, grade level, time required, action-team goals, brief description, preparation activities, school and classroom activities, and resources. (DC)

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FAIR FOR ALL:

Schools Celebrate Equity

by Josephine M. Jarvis

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PROJECT INTER-ACTION: A National Demonstration for Educational Equity

Leslie F. Hergert, Project Director

A Project of: The NETWORK Inc.

290 South Main Street • Andover, MA 01810

UD022905

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PREFACE

All of the events described in FAIR FOR ALL: Schools Celebrate Equity were developed and carried out by schools involved in Project Inter-Action for Educational Equity, one of five national demonstration projects funded by the Women's Educational Equity Act Program through the United States Department of Education. The project was a cooperative venture between The NETWORK, Inc., Andover, Massachusetts and the Quincy Public Schools, Quincy, Massachusetts.

Project Inter-Action was a three year effort for developing models for school districts to achieve educational equity. Each school participating in Project Inter-Action formed an Equity Action Team which included teachers, parents, community members, students and school administrators. The team then examined their school and developed a plan to meet the needs they found.

Jo Jarvis of the Project Inter-Action staff developed the idea of the "equity event". She saw the event as a way to organize teachers' individual efforts and as a way to promote creativity and fun. As teams began to work on planning their events, Jo's idea took on shape and form — it was translated into an exciting reality by the people in each school. The equity events became a motivator, a vehicle for involving many people from all over the community, and an expression of the individuality of each school.

The best of these events have been compiled in this book. The intent of FAIR FOR ALL: Schools Celebrate Equity is to share creative and fun ideas for others to copy and expand upon. We hope that you are stimulated to develop your own equity events and that your events yield the deep-rooted learnings and positive community feelings that occurred in Quincy.

Leslie F. Hergert

Leslie F. Hergert
Project Director
Project Inter-Action

ACKNOWLEDGEMENTS

FAIR FOR ALL: Schools Celebrate Equity especially recognizes Alicia Coletti, Title IX/Chapter 622 Coordinator for Quincy Public Schools, for her continued support, enthusiasm and encouragement.

The following Quincy schools participated in Project Inter-Action:

- Atlantic Junior High School
- Francis X. Parker School
- Furnace Brook School
- North Quincy High School
- Quincy Point Middle School
- Quincy School
- Quincy Vocational-Technical School
- Snug Harbor School
- Squantum School

In each school one staff member served as a liaison to the project. With their wisdom and strength of heart these events became a reality. An extra special thank you is also extended to the teachers, parents and students who were members of each school's action team for contributing their time and making equity a very important issue in their schools.

Very special thanks go to Administrative Assistant Jan Johnson. Cover photograph courtesy of The Patriot Ledger of Quincy, Massachusetts; cover design by Clif Lund-Rollins.

INTRODUCTION

HOW CAN SCHOOLS CELEBRATE EQUITY?

Schools can celebrate equity by developing an event, an equity event. An equity event celebrates those principles proclaimed in our constitution EQUALITY AND JUSTICE FOR ALL. Equity events publicly proclaim the school's support for students to make choices not based on gender. It focuses attention on an issue, states its importance and involves students, teachers and parents in experiences FAIR FOR ALL. In a society in which we are confronted daily by sexism in the form of sex-stereotyped textbooks and T.V. commercials, sex-linked interests and career choices, an equity event creates an atmosphere in which equitable messages are delivered.

There is a federal law, Title IX, which prohibits sex discrimination in education programs receiving federal financial assistance. Some states also have equal education laws. These laws focus on what must happen in schools in order to remain in compliance. For example, students must be allowed to participate in any course without regard for their sex.

FAIR FOR ALL: Schools Celebrate Equity helps schools move beyond Title IX compliance, to celebrate the spirit of the law. These events create school environments which give students messages about what they can be and do in their lives free from sex stereotyped notions. Equity events promote equal education.

Equity events do not substitute for the experience of an equitable school and classroom in which students receive non-sexist messages on a continuing basis. However, they are a way of moving a school toward educational equity and gaining support from school personnel, parents and students along the way. They can often be the catalyst for moving a student's concept from "it's okay for other girls to want to be electricians," to "it's okay for me to make this choice."

BUILDING A BASE OF SUPPORT: THE EQUITY ACTION TEAM

The first step in forming an Action Team is deciding to involve others in the issue of equity; that is, to meaningfully express by action the concept that girls' and boys' choices about their interests, activities and career decisions are so influenced by sex stereotypes that we need to provide experiences that expressly say that they have many options in their lives.

In order for an idea to become reality you need to involve other people and have a plan. As an individual you have an effect on your students and your school's environment. But, a group of people focused on an issue will multiply this effect.

An Equity Action Team brings these people together and forms the base from which efforts can be realized and events can happen. There are teachers in your school, parents in your community, and administrators in your system who share your concerns and vision of a more equitable place for students.

You already know a great deal about the people in your school community. Perhaps you have a sense of who understands the importance of equity, and who might be supportive of you and your efforts.

In forming an Equity Action Team you want to promote a spirit of cooperation within the school building and to develop liaisons with the school district or system. Therefore, it is important to present the idea of an Equity Action Team to the correct school personnel. In general the school principal should be the first person to approach for help in forming the team and for appropriate permission.

The principal may suggest teachers and parents who would be interested in serving on the team. The school's parent organization is also a valuable resource for parent team members and to assist in the events.

After the acceptance of the concept of the Equity Action Team has been achieved, it is time to consider asking people to become members. They should be given enough information to understand the purpose of the team and their commitment in terms of role and time.

The membership of the Equity Action Team should include:

- the building principal or assistant principal;
- if the school is part of a larger system or district, one "central office" person such as the Title IX Coordinator, Assistant Superintendent, Curriculum Coordinator or Director of Pupil Personnel;
- two parents;
- two teachers;
- you may also wish to include two students on your team. The student viewpoint, energy, and enthusiasm is very valuable.

Since this issue is often misconstrued to be "only a woman's issue" some consideration should be made to balance the team's representation by gender.

As a general guideline, the Project's action teams should consist of 5 to 7 members committed to meet once a month for 1-2 hours. We found that as people became involved in the events they wanted to meet more often, and would also communicate with each other between meetings.

You are now ready to hold the first meeting of your Equity Action Team. During this first meeting it is important to spell out again the purpose of the team, what is expected of members and the time commitment. You will want to include an opportunity for members to become acquainted with each other. You may want to ask each member to be thinking of one question or concern that relates to educational equity to present to the group. These should be recorded without judgments being made as to their merit.

This first meeting is an appropriate time to set a schedule for meetings.

Your team will move through the following steps:

- Exploring Concerns;
- Deciding on a Goal;
- Developing Action Ideas;
- Completing an Action Plan;
- Implementing the Plan.

PLANNING AN EVENT

Exploring Concerns

The first step, exploring concerns, is an ongoing activity that will continue to occur throughout the process of planning and carrying out your plan. There may be some initial information gathering and assessment activities to validate the concerns expressed. Assessments may be done in a number of ways. You and your team should determine the extent you wish to be involved in this process.

Deciding on a Goal

Following these assessment activities your group needs to decide on a goal. The goal should reflect the concern(s) of the team. A way of building group support and commitment is to encourage the team to choose a goal that they all enthusiastically support. This goal should be put in writing, preferably on newsprint for the team to keep in mind and sight as they move on to the next step.

Developing Action Ideas

Action ideas are ways of moving toward the goal, for example, if the goal is "Encouraging the School to Write Women Back into History" (or more generally, including women and their accomplishments in the curriculum), one action idea might be to participate in National Women's History Week. Encourage creativity in the development of these action ideas. During this initial brainstorming time just record ideas with no judgments being made, such as, "we tried that and it didn't work." Include all ideas.

Completing an Action Plan

At this point you have decided on the concern and how you wish to address it. The next questions are:

- How will we insure that our idea is actualized?
- What resources do we need?
- How will we know when we have accomplished our goal?
- Who needs to do what, when, where and how?

Ask for volunteers for task assignments. Be sure to include deadline dates for completion of the tasks. You will now begin to:

Implement the Plan

As you are implementing the plan, reward yourselves and perhaps other non-action team members for their work. Special recognition after the event is also very important. One final consideration after the event is to decide whether or not you wish to continue to meet as a team and work on some of those other equity concerns mentioned at the first meeting.

WHAT ABOUT PUBLICITY?

Equity events are newsworthy. They usually focus on unusual themes or activities. They involve students, educators, and parents working together in a positive way. They are action oriented. Newspeople — especially small local papers and cable television — love school activities that are interesting, that show children doing things that make good photographs, and that involve community members.

Get to know your local newspaper editors and tell them about project events. You will learn how to present these news items in a way to attract their attention and the kind of events that are likely to be published. Many of the equity events described in this booklet were covered in local newspapers and cable television. This type of publicity underlines the legitimacy of educational equity and creates a link with supporters both inside and outside of your school.

The local newspaper will often send a reporter and photographer to cover an event. You can also send pictures (black and white) and news releases when newspaper staff are not available.

There may be members of your local newspaper or television staff who are particularly interested in promoting your cause. We discovered that the City Editor of one paper was a woman, an unusual occurrence in the newspaper trade, and we invited her to participate in a nontraditional role model program. The cable TV system was interested in making videotapes of our projects to fulfill their community service commitment. (There are videotapes available for loan on two events described in this booklet — "Remember the Ladies" and "Quilting for Equity.")

HOW TO USE THIS BOOKLET

This booklet is designed to tap into your creativity, and may be used —

- to design an equity event for your school.
- to provide ideas for making your curriculum more equitable.
- to stimulate your Title IX committee or parent-teacher group into action.

However you use this booklet, the first question to ask is, what equity issue do we need to address in my school? Equity events take your concern and translate it into action. The events included in this booklet came out of the concern of an Equity Action Team — parents, students and teachers meeting for the purpose of looking at the equity issues in their school. This booklet describes how they directed their concern into a celebration of equity.

The events are written so that they may be replicated, but more important, they provide a stimulus for your school to design its own events. The events should reflect the uniqueness of the atmosphere as well as the equity needs of your school. A number of the events may easily be adapted for individual classroom use; however, one of the essential elements of the equity event is the involvement of school, parents, and community.

Throughout this booklet you will learn about specific equitable resources: books, films, examples of lessons to accompany all the events. These are designed to assist teachers in their participation in the event; you may use the information given to prepare packets for the teachers in your school. Providing packets for teachers facilitates their involvement and often increases their awareness of the materials they are presently using which are sex stereotyped.

These resources serve as supplementary materials and are generally inexpensive, worthwhile additions to school media centers. However, all of the events may be done without them. The materials suggested can often be replaced by other equitable curriculum materials which are available in your school.

An event assumes a reality of its own when it has a title reflecting its theme, such as, "Moving Toward Equality, Dancing Frees Us All." Each event in this book has a title as well as a logo. The logo may be used for posters, invitations, murals and in other creative ways to publicize the event.

For each event in FAIR FOR ALL, the PURPOSE, GRADE LEVEL and TIME REQUIRED for both preparation and the event itself are listed. The concern addressed and the preparation by the ACTION TEAM is described. The DESCRIPTION of the event itself is followed by the PREPARATION and related SCHOOL AND CLASSROOM ACTIVITIES. RESOURCES are also listed to assist you in carrying out the event.

Best of luck. Let us know how your school celebrates equity.

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IV. BETTER FOR BOTH:
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V. STUDENTS AT THE CROSSROADS:
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YOU CAN BE WHAT YOU WANT TO BE

L EVENT: Equity Immersion Week

PURPOSE: To have every student and teacher participate in a week of equity events, thereoy increasing awareness and infusing equitable materials in the curriculum.

GRADE LEVEL: K-6

TIME REQUIRED: Preparation: one month
Event: one week

ACTION TEAM: After discussing a number of equity issues, the action team decided to cluster their concerns into five categories, one for each day in an equity week.

DESCRIPTION: To emphasize school-wide participation during the entire week, every student and teacher wore a red and white button saying: "YOU CAN BE WHAT YOU WANT TO BE." Each day had a theme and accompanying classroom activities and events.

PREPARATION: The teachers were introduced to the week and its themes at an inservice. They were given packets for the days of the week with sample lesson plans. During the inservice they had an opportunity to look over the packets, decide on one activity they would do in their classroom, share their idea with the rest of the faculty and review the curriculum resources available for their use during the Immersion Week. Invitations were sent to parents inviting them to all events.

SCHOOL AND CLASSROOM ACTIVITIES:

Each day of the equity week featured a school-wide event or activity. One sample lesson on the day's theme is described.

Day 1: Introducing Students to the Idea of a Stereotype

An assembly featured a local troupe's puppet show, entitled "The Wizard of Id from the Land of Can Do." A princess, dissatisfied with being a princess, explores the world to learn about all the things she can do from playing baseball, to flying, to being a world-renowned chef.

Sample Lesson: Yellow, Blue and Red Book: "Sadonia — Story Finale." Students wrote their own endings for a fairy tale featuring Sadonia, a princess from the land of WASH. This lesson provides an opportunity for students to devise a new ending in place of "and they lived happily ever after".

Day 2: Roles are Changing

Fourth grade students performed a play based on "The Story of Baby X" (The Whole Person Book), the adventures of a baby of unknown gender entering a world where people's interests, abilities and choices are determined by their sex.

Sample Lesson: Becoming Sex Fair: "Father Bakes Bread." Draw or clip non-stereotyped pictures of women and men in family and career roles from magazines to form bulletin board collages.

Day 3: Nontraditional Occupation Day

Students wore "career costumes" and learned that jobs are for everyone. They also made "occupation" hats for a front hall display case.

Sample Lesson: Many Thousand Word Work Picture Book. Pictures show children and adults in non-traditional jobs. Pictures can be used in many ways such as: small group discussions, bulletin boards and writing assignments.

Day 4: Cooperative Games and Sports

Cooperative games were conducted in all physical education classes. A school-wide awards assembly was held with awards given for "most cooperative" students in each class. A special award was given to the physical education instructor who started sports programs for girls in the school system.

Sample Lesson: Cooperative Sports and Games Book: "Human Tangles." Children stand in a circle, take someone's hands other than the person beside them and work together to untangle themselves.

Day 5: Looking at the World Around Us

Students assessed television, magazines, and comic books for sex bias and stereotyping, rewrote commercials and wrote letters to toy manufacturers who advertised their toys as appropriate for only boys or only girls.

Sample Lesson: Choices: Learning About Changing Sex Roles: "Unfair Advertising." Students role-play a new ad that would be more fair to both boys and girls.

RESOURCES:

Yellow, Blue, and Red Book
Many Thousand Word Work Pictures

Project Equality
John D. Ross
Highline School District
Seattle, WA 98166

Choices: Learning About Changing Sex Roles

Jenny Publishing Company, Inc.
57 Queen Avenue South
Minneapolis, MN 55405

Cooperative Sports and Games Book by T. Orlick

Learn Me Bookstore
642 Grand Avenue
St. Paul, MN 55105

Becoming Sex Fair: The Tredyffrin/Easttown Project
The Whole Person Book
Together We Can

All available from:
WEEA Publishing Center
Education Development Center, Inc.
55 Chapel Street
Newton, MA 02160

"REMEMBER THE LADIES"*

II. EVENT: An Exhibit of Women in the Community

PURPOSE: To increase students' awareness of the many different roles and contributions their mothers and grandmothers have made to their lives, the life of the community, and the direction of history.

GRADE LEVEL: 4-12

TIME REQUIRED: Preparation: 3 months
Event: an afternoon or evening.

ACTION TEAM: There is an obvious need for all of us to learn about the many accomplishments of women that are not included in our textbooks. This event begins, not only to answer this in a universal sense, but also makes the answer personal as students uncover knowledge of the women in their own families; their roles, opportunities and life choices.

DESCRIPTION: Parents and community people were invited to attend exhibits of photographs, oral histories, and other student-made products about women in the community.

PREPARATION: A group of interested teachers participated in a one-day training around the exhibit "Generations of Women" by Barbara Rubin and Doris Friedensohn. This exhibit contained enlarged (some over six feet) photos of women from different eras, cultures and races engaged in various pursuits from sewing circles to weddings to classrooms. The teachers viewed the exhibit and learned about the techniques of oral history.

Packets of curriculum materials related to women's history were distributed and resources displayed during the training.

Following the one-day workshop, the teachers met several times to plan for the exhibits at their schools.

*Quote from a letter written by Abigail Adams to John Adams requesting that the rights of women be taken into account in writing the Constitution of the United States.

SCHOOL AND CLASSROOM ACTIVITIES:

- Students searched their attics, cellars, etc. for family photographs; they become detectives about their heritage resulting in timelines, geneologies and family crests.

- Students brought in photographs and developed an interview format for doing an oral history interview with mothers, grandmothers and great grandmothers. If these relatives were no longer living they interviewed another family member about them, about their lifestyles, activities, and contributions they made to the family and the life of the community.

- The "most telling" photographs were enlarged with excerpts from the interview placed beside the photograph.

- Local banks and other organizations were approached to contribute financially to the project in exchange for the exhibit being displayed in their place of business.

- A slide show was made by converting the pictures into slides and using quotes from the interviews to create a script.

- Students wrote short stories or poems about these relatives to compile as a literary magazine.

- Students assembled the information gleaned from the oral histories to gain a greater awareness of the many interests, skills, home and career goals of women in their community. Students may discover that as a result of World War II their grandmothers and great grandmothers were involved in many "nontraditional" pursuits.

RESOURCES:

In Search of Our Past

WEEA Publishing Center
Education Development Center, Inc.
55 Chapel Street
Newton, MA 02160

Family Roots: You Be the Historian

Globe Book Company, Inc.
50 West 23rd Street
New York, NY 10010

Womens History Packet
Portraits of Our Mothers

Both available from:
New England Center for Equity Assistance/
Project Inter-Action
290 South Main Street
Andover, MA 01810

III. EVENT: Equity Film Festival

PURPOSE: This event introduces teachers and students through films to various equity issues and women's achievements in an entertaining yet informative way.

GRADE LEVEL: 7-12

TIME REQUIRED: Preparation: 2 weeks
Event: One week, one class period for sample lesson.

ACTION TEAM: The Action Team wished to provide an experience which would expose all students to a variety of equity issues; to increase their understanding of how their own lives may be effected by sex stereotyping.

DESCRIPTION: A week of equity films and videocassettes were shown featuring a different issue each day. Students were asked to review the films and teachers led discussions related to film content. This event appealed to both teachers and students. The use of video-productions provides any easy method of being both informative and entertaining.

PREPARATION: Equity film festival packets with lessons to accompany each film were distributed to the teachers.

SCHOOL AND CLASSROOM ACTIVITIES:

Monday "Women in Sports: An Informal History" — Altana Films. This film portrays present-day women athletes and a history of women's sports from the Greeks to the present. 30 minutes.

Lesson: More Hurdles to Clear: Chapter I "History of Women and Girls in Athletics"

Tuesday "How We Got the Vote" — Lucerne Films, Inc.
Narrated by Jean Stapleton, this film uses actual footage and reminiscences to show how women won the vote between 1917-1920. 20 minutes.

Lesson: Women in the Progressive Era 1890-1920
Chapter 4 - How Women Won the Vote
Part II: Parade of Victory

Wednesday "The Fable of He and She" — Learning Corp. of America. This animated film presents a lighthearted parable about a mythical island where work is divided according to what suits each individual, male or female. 11 minutes.

Lesson: Winning Justice for All:
Main Idea — Stereotypes have harmed women and men

"It's Her Future" — EDC, Newton, Massachusetts.
Designed especially for parents, but interesting to students too, this color film provides information on nontraditional, vocational jobs and training for girls. 30 minutes.

Lesson: Connections — Career education activities;
"One Picture is Worth 1000 Words"
"Predictions"

Thursday "Scoop." Student newspaper reporters investigate equal job opportunities for women in their town. 30 minutes.

Lesson: Connections — Nontraditional career choice activity; "Candid Camera Comics"

Friday "Making It Happen" — This film explores the lives of three sportswomen of three generations and the contributions of women athletes in swimming, track, volleyball, and basketball. 17 minutes.

Lesson: A.C.T.I.V.E.
Identifing and Reacting to Sex Differentiation in the Co-educational Classroom/Gym

RESOURCES:

"Women in Sports: An Informal History"

Altana Films
155 West 68th Street
New York, NY 10023

More Hurdles to Clear

Women and Girls in Competitive Athletics
U.S. Commission on Civil Rights
Howe Publications #63, July 1980.

"How We Got the Vote"

Lucerne Films, Inc.
37 Ground Pine Road
Morris Plains, NJ 07950

"The Fable of He and She"

Learning Corporation of America
1350 Avenue for the Americas
New York, NY 10019

"Scoop" and "Making It Happen"

Film Section: Freestyle
Division of Educational Media
Office of the Los Angeles County Superintendent of Schools
9300 East Imperial Highway
Downey, CA 90242

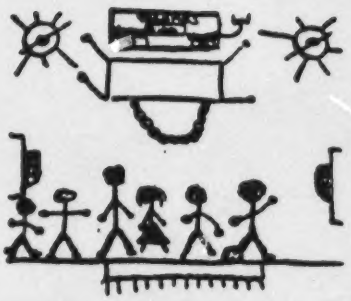
Winning Justice for All

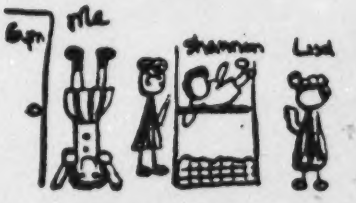
The Council on Interracial Books
1841 Broadway
New York, NY 10023

"It's Her Future"
A.C.T.I.V.E.: All Children Totally Involved Via Equity
Women in the Progressive Era 1890-1920
Connections

All available from:
WEEA Publshing Center
Educational Development Center, Inc.
55 Chapel Street
Newton, MA 02160

BETTER FOR BOTH





IV. EVENT: An Evening for Parents

PURPOSE: This event increases parent awareness of equity issues through student-made displays and activities.

GRADE LEVEL: K-6 students and their parents

TIME REQUIRED: Preparation: 3 weeks
classroom activity time
Event: One evening

ACTION TEAM: The Action Team wished to increase parent involvement and understanding of a number of equity issues. By displaying equitable student-made projects and involving parents in a new version of "What's My Line" in an evening program, the team met their objective of total school and parent involvement leading to better understanding of equity issues.

DESCRIPTION: "Better for Both" was an event for parents of elementary school children. The evening consisted of a career slide-tape presentation, puppet shows, classroom activity displays and a parent participatory version of "What's My Line."

PREPARATION: Packets containing sample classroom activities were distributed to all teachers to help their classes prepare for the evening. They infused equity activities into their already existing programs in career awareness, language and art, as well as theatre activities.

SCHOOL AND CLASSROOM ACTIVITIES

Classroom Display Activities:

- "I Am Me Books" and "Occupacs," from Career Education Activities, K-6
- "A Job For Me," from Becoming Sex Fair, Tredyffrin/Easttown

The Program:

- A teacher-student slide-tape presentation of an equitable community helper, (second grade career awareness unit which had been adapted to be more equitable) was shown. Slides included each student pictured at a local business, nontraditional career visitors in the classroom, and slides of students in their "career costumes."

- Puppets were made, and puppet shows were written and presented by fifth grade students about a woman carpenter trying to get a job and the problems of a male homemaker.

- Intermission featured refreshments made by students. Parents were encouraged not to make refreshments but to involve their child, either female or male, in preparing refreshments. During intermission, displays were also available for parents to observe; i.e., "I AM ME" boxes where they were asked to guess if the box was made by a "she" or "he," a women in stamps collection, and student-written poetry with an equitable theme.

- The final activity was a panel made up of nontraditional workers. Job definitions of the panelists were read and the audience was asked to guess the matching occupations; the occupations were then written on large cardboard signs. The audience was asked to match the occupation titles with the person. Volunteers from the audience were given three chances to match the person with the occupation. This proved to be especially eye-opening as all the guesses were incorrect. The panel addressed the audience about why they chose their careers and answered their questions.

RESOURCES:

Freedom City

Project Freedom
North Randolph Road
Piscataway, NJ 08845

Yellow, Blue and Red Book
One Thousand Words Work Book

Project Equality
John D. Ross
Highline Public Schools
Seattle, WA 98166

Career Education Activities, K-6

Abt Publications
55 Wheeler Street
Cambridge, MA 02138

Becoming Sex Fair, Tredyffrin/Easttown

WEEA Publishing Center
Education Development Center, Inc.
55 Chapel Street
Newton, MA 02160

V. EVENT: A Career Awareness Week

PURPOSE: This event increases student awareness of nontraditional job choices and introduces them to role models in these occupations.

GRADE LEVEL: 9-12

TIME REQUIRED: Preparation: Two months
Event: One week [This event may be adapted for longer or shorter periods of time.]

ACTION TEAM: The Action Team designed this career awareness week because of their concern with the stereotyped career choices of their students. By bringing in role models who represented both traditional and nontraditional occupations for both women and men, they increased the students' knowledge of the world of work and expanded their concept of the choices they have.

DESCRIPTION: During this week long event students chose from 74 presentations including nontraditional participants such as: a woman electrician, dentist, automobile repairer, and a male nurse, social worker, and dancer. Traditional workers included the male superintendent of schools, mayor and female executuve secretary.

PREPARATION:

- Phone calls were made by parent volunteers to recruit nontraditional workers from lists provided by local organizations and groups. Follow-up letters were sent confirming the date and time.
- Announcements of the event were sent to parents and the community inviting them to attend and/or participate resulting in parents serving as presenters in the program.
- Students signed up to participate in the event one week prior to the career week. Their choice sheets did not give the gender of the presenter. This resulted in many surprised faces.
- Presentations were made on "Choosing a Career" and "Job Seeking Skills."
- Sample questions for the presenters were distributed to the students as they entered the session.
- Local newspapers were contacted for press coverage.

SCHOOL AND CLASSROOM ACTIVITIES:

- Equitable career awareness activities were distributed to teachers.
- Teachers were asked to suggest presenters for the week-long event.
- Teachers whose subject matter was related to the occupation of the speaker were invited to bring their class to the session.
- Sample lesson: Born Free. Career Influences; An activity to increase understanding of the inhibiting effects of sex-role stereotyping and role expectations on career choices.

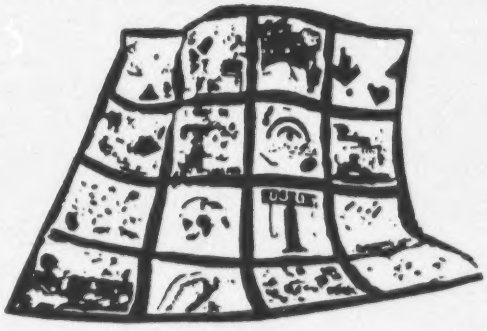
RESOURCES:

Born Free
Whole Person Book
Connections

All available from:
WEEA Publishing Center
Education Development Center, Inc.
55 Chapel Street
Newton, MA 02160

QUILTING FOR EQUITY

VI. EVENT: A Student-Made Quilt



PURPOSE: This event helps children understand what equity means through designing an equity symbol patch for a quilt.

GRADE LEVEL: K-6, also adaptable to older grades

TIME REQUIRED: Preparation: 1 - 1 1/2 months
Event: Open house for one day or evening

ACTION TEAM: This school had a high level of understanding of equity issues. Due to the special interests of members of the team, as well as the value the school placed on the fine arts, they decided to focus on women in the arts. They narrowed their focus in order to give students an experience in one art form, quilting. Quilting and other art forms traditionally done only by women, have had difficulty in being accepted as art. Therefore, this event delivered many equitable messages: "women have been artists," "quilting is an art form," and "boys can sew and be quilters, too."

DESCRIPTION: An elementary school made a commemorative quilt with equity as its theme. This equity quilt represented student learning about equitable career choices and life roles for people of both genders, all races, cultures and places. The quilt not only became a symbol of equity themes but the process of involving students represented equitable activity. Although some boys were initially resistant to sewing because it was "something girls do," the role model of a male quilter, and the "fun" attached to the activity, changed the message to "I can do it too."

PREPARATION: The process for the event involved each class in the school and gave every student an opportunity to be actively involved in making the equity quilt.
A parent who is a quilter by hobby made a presentation to the faculty about the history of women and quilting. She brought samples of her work. Throughout the project other women quilters participated, as well as a male quilter.

MATERIALS NEEDED: Fabric scraps, large blunt sewing (darning) needles, square frames used for sewing squares.

SCHOOL AND CLASSROOM ACTIVITIES:

- Sample lesson: "Women's Roles in Colonial Revolutionary America," Becoming Sex Fair
- Each class chose an equity theme such as women and men are equal. This was illustrated by an equal scale of justice with women on one side and men on the other.
- The students designed the square around their equity theme. The squares were 18"; the quilt contained 16 squares.
- Every child participated in the choice of design, selecting pieces of material and sewing them on a muslin sheet. This activity was led by parent volunteers.
- The squares were joined by 3" borders on which children embroidered their names or initials.
- A quilting "bee" with older students and parents was used to piece the squares together.
- The quilt includes pictures of girls and boys actively involved in many athletic and school activities together. One square pictures a firefighter with curls and a nurse with a mustache.
- The community cable television produced a videotape of the project from start to finish.
- The quilt is hung in the entrance of the school to say to all visitors that this school considers equity important.

RESOURCES:

Film: "Quilting in Women's Lives," New Day Films, P. O. Box 315, Franklin Lakes, NJ 07417. $50.00 rental

Artist in Residence (male quilter)

In Her Own Image: Women Working in the Arts by Elaine Hedges and Ingrid Webb.

"An American Women's Art," Graduate Woman, July/August 1979

Becoming Sex Fair. Tredyffrin/Easttown Program.

WEEA Publishing Center
Education Development Center, Inc
55 Chapel Street
Newton, MA 02160

I CAN MAKE IT

VII. EVENT: Vocational-Technical Outreach Program

PURPOSE: This program encourages enrollment of nontraditional students in vocational-technical programs.

GRADE LEVEL: Junior-Senior Vocational-Technical Students; Elementary-Junior High School Students

TIME REQUIRED: Preparation: one month
Event: 6-10 weeks, one hour per week

ACTION TEAM: The Action Team wished to increase the number of "nontraditional" students in their courses. They developed I CAN MAKE IT as a model project to promote equity and dispel any fears that female students may have of tools and technology. The results were improved perceptions of the vocational-technical school as a place where students can prepare themselves for the future in high paying skilled jobs.

DESCRIPTION: I CAN MAKE IT is a program in which students in vocational-technical programs, preferably nontraditional students, teach a minicourse, 6 to 10 weeks, one hour a week at either an elementary or junior high school. An example of one student teacher in I CAN MAKE IT was a female electronics student. During her senior year, she developed a program for 6 students, 3 girls and 3 boys, in which they made crystal sets. In this process the students learned to use different tools, including a welding torch, and a great deal about safety around machines.

PREPARATION: The cooperation and active involvement of the vocational-technical instructors was very important not only in assisting student instructors in designing the "mini" programs, but also in purchasing additional materials and providing on-going support.

SCHOOL AND CLASSROOM ACTIVITIES:

- At the completion of the project, a reception was held at the vocational-technical school for students, parents, teachers, principals, and vocational-technical instructors, to recognize the program and those who made it possible.

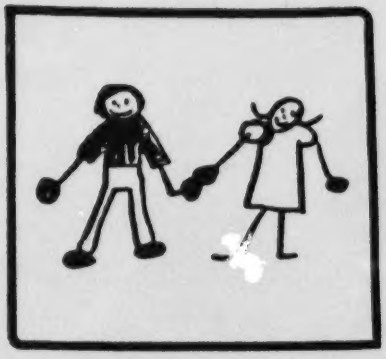
- The crystal sets and other student-made projects from the I CAN MAKE IT program were displayed and the elementary students answered questions about their experience.

RESOURCES:

Funds will be needed to buy supplies for the elementary student to use. In the program described the material for the six crystal sets was purchased through the Parent-Teacher Organization for approximately $50.00.

Arrangements must be made for transportation to the elementary school for the student instructors.

WE CAN BE FRIENDS



VIII. EVENT: An Equity Week on Cooperation

PURPOSE: The goal of this week is to develop more cooperative attitudes between girls and boys and encourage this as a norm at the school for one week.

GRADE LEVEL: K-6

TIME REQUIRED: Preparation: One month
Event: One week

ACTION TEAM: The Action Team was concerned about the unfriendly attitudes girls and boys were developing towards each other because of gender. The "rule" was it's "not okay" to have a friend of the other sex and that the "world of girls" and the "world of boys" were thought to be so different that they would not work or play together. In an effort to break these stereotyped notions, the team developed a theme for one week based on cooperation between girls and boys.

DESCRIPTION: This week long event gave girls and boys the message that it is O.K. to have friends of the other gender. Both girls and boys have similar interests and can enjoy each other's companionship. This equitable message was delivered to all the students when the teachers incorporated activities, filmstrips and videotapes in their lessons for this week on themes of cooperation, friendship and partnership.

PREPARATION: Packets containing sample classroom lessons to accompany selected filmstrips and videocassettes were given to each teacher. Teachers were asked to sign up for the time and day they were showing the media. Two packets of materials were prepared; one appropriate for K-3 and one for grades 4-6.

SCHOOL AND CLASSROOM ACTIVITIES:

Kindergarten to Third Grade:

Free to Be You and Me filmstrips;

"Expectations" helps children take a look at their life goals and social roles from the view of individual fulfillment rather than traditional sex-role stereotyping.

"Friendship and Cooperation" breaks down the sex stereotypes that prevent friendship and cooperation between girls and boys and gives them models for being friendly and cooperative with each other.

"Independence" is designed to foster self-reliance by developing the conviction that one's unique feelings and talents are gifts to be used and not hidden

Sample lessons in K-3 packet to go with the filmstrips from Free to Be You and Me:

"Expectations Number 1"

- When I Grow Up — Picturing Yourself — Becoming Sex Fair
- Let's Hear It for Babies — Free to Be You and Me — Welcoming Baby — Becoming Sex Fair

"Expectations Number 2"

- Parents are People — Free to Be You and Me — A Good Parent — Becoming Sex Fair
- Charlie Helps — Ms. Magazine, May 1982. — Stories for Free Children

"Friendship and Cooperation Number 1 and Number 2"

- You and Friendship — Building Your Tomorrows
- Helping — Free to Be You and Me
- The Pain and the Great One — Free to Be You and Me
- Glad to Have a Friend Like You — Free to Be You and Me

"Independence Number 1 and Number 2"

- No One Else — Free to Be You and Me
- Conflicts — Building Your Tomorrows

Fourth-Sixth Grade:

Videotapes and lessons from Freestyle:

- "Partners" — Two children form a business partnership which has its ups and downs as they learn about cooperation. 30 minutes.
- "Scoop" — Student newspaper reporters investigate equal job opportunities for women in their town. 30 minutes.
- "Grease Monkey" — A young girl convinces the owner of a nearby gas station to hire her for the summer. 30 minutes.

RESOURCES:

Free to Be You and Me

Ms. Foundation, Inc.
McGraw-Hill Book Co.
1221 Avenue of the Americas
New York, NY 10020

Building Your Tomorrows

American Learning System, Inc.
P.O. Box 2173
Columbia, Georgia 31902

Freestyle — Film Section

Division of Educational Media
Office of the Los Angeles Superintendent of Schools
9300 East Imperial Highway
Downey, California 90242

LEADERSHIP IN AN EQUITABLE WAY

IX. EVENT: A Student Workshop

PURPOSE: The program introduces students to equity as it relates to their roles as future leaders.

GRADE LEVEL: 7-12

TIME REQUIRED: Preparation: Two weeks
Events: One day

ACTION TEAM: All students need to understand the effect sex stereotyping has on their lives. Students who will be in leadership positions need to understand how they are personally effected as well as how decisions which reflect sex stereotypes effect the lives of others. It is also desirable for female students to see themselves as tomorrow's leaders. A Project Inter-Action staff member and the school guidance counselor conducted this workshop.

DESCRIPTION: The one-day workshop was held for 10-15 students. They learned about sex-stereotyping and how it effects life choices and decisions.

PREPARATION: Both female and male students were nominated by their teachers and counselors to participate in this one-day workshop. They were asked to nominate students who displayed
leadership potential.

- Student packets for workshop:

  PEER: Summary of Regulations for Title IX

  A Student Guide for Chapter 622, The Massachusetts Equal Opportunity Regulations

  The Whole Person Book

  Decision Making Strategies
  Self Assessment/Decision Making
  Fall-Out Shelter Game
  Group Decision Making Strategies
  Guidelines for Setting Goals
  Action Plan, Evaluation Model

  Envelope

SCHOOL AND CLASSROOM ACTIVITIES:

Workshop Format:

- Introductory exercise: The Name Game: When the students introduce themselves, they state not only their own names but also the names of all the students who have already introduced themselves.

- Decision-making brainstorm: "You were chosen to attend this workshop because you are seen as leaders. A leader makes decisions; let's look at the decisions you have already made today". (Write answers on newsprint.)

- Decision-making strategies: Students learned about individual decision-making strategies — spontaneous, deliberate and delayed. They also identified their own personal decision-making strategies.

  The students learned about group decision-making strategies: democratic, concensus and chance.

- Fall-Out Shelter Exercise: "Who will be admitted to a fallout shelter during an atomic attack?" For this exercise the students were divided into small groups and given a list of 10 people with their professions.

  Only 6 will be admitted to the shelter. They chose individually and then as a group. They identified their groups' decision-making strategy.

  They were then given additional information; the gender of the potential survivors. They were asked to re-make their decision using this information.

  Questions to consider:

  What are the differences in selection made by your group after receiving the additional information?

  Why did these differences occur? Do the answers reflect stereotyped attitudes toward men and women?

- Lunch

- Terms: Equity, Sex Stereotyping, Sex Discrimination

- Filmstrips: "Images of Men, Images of Women"

- Goal Setting: How do our notions about sex stereotyping effect our choices and the decisions we make?

  "One decision I need to make about my life is..."

- Action Plans: The students wrote out an action plan for dealing with the decision they needed to make. These were mailed to students one month after the workshop. They chose learning partners to talk with about "how they were doing" on their action plan.

- Evaluation: (on newsprint)

  Student responses to Today I Learned . . .

  — how to make decisions
  — about discrimination, especially sex discrimination
  — names of different ways to make decisions
  — what equity means
  — I have a better understanding of leadership.

RESOURCES:

The Whole Person Book
Together We Can filmstrips: "Images of Men, Images of Women"

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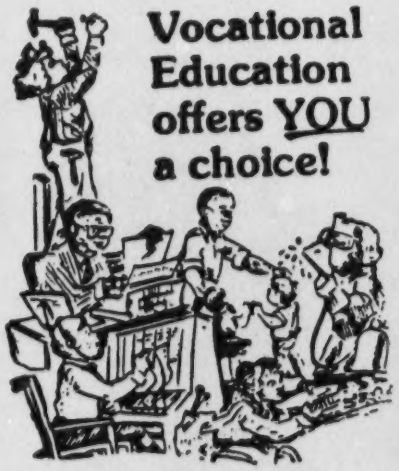
TRADES, TRADITION AND TODAY



X. EVENT: Trades, Tradition, and Today

PURPOSE: To introduce students and parents to nontraditional role models in the vocational-technical area.

GRADE LEVEL: 7-12 students and their parents

TIME REQUIRED: Preparation: 1 1/2 months
Event: 2 hours

ACTION TEAM: The Action Team was concerned with "nontraditional" enrollment in the trade areas. They wished to inform both students and parents about the many job opportunities in the trades, especially for "nontraditional pioneers." They decided to address their concern by creating an opportunity for both students and parents to meet and talk with adult role models in each trade area. The tradespeople were asked questions such as, "What's it really like being a plumber?" or "Are you the only woman on the construction team?" to "How are you treated by male carpenters?"

DESCRIPTION: Students and their parents from the junior highs and high schools in the school system were invited to attend an evening event entitled, Trades, Tradition, and Today.

A nontraditional worker, i.e., a woman power mechanic and a male nurse, was invited to each trade area.

PREPARATION: Members of the action team telephoned nontraditional workers and invited them to be role models at the open house. All the vocational instructors made their areas particularly inviting by displaying student-made projects. Nontraditional students were guides for the parents and students attending the event.

SCHOOL AND CLASSROOM ACTIVITIES:

- After a general introduction to the event, parents and students went to three trade areas of their choice. In each department the instructor and the nontraditional worker were present. Parents and students were able to see the work area as well as student-made products and have their questions answered about employment and training opportunities in vocational areas.

RESOURCES:

Freedom for Individual Development, Vocational Education

New Pioneers: A Program to Expand Sex-Role Expectations in Elementary and Seconday Education

"It's Her Future" (film)

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Education Development Center, Inc.
55 Chapel Street
Newton, Massachusetts 02160

MOVING TOWARDS EQUALITY, DANCING FREES US ALL

XI. EVENT: A Festival on Equity Themes

PURPOSE: This event gives students an opportunity to experience dancing as appropriate for both sexes as well as increasing parental awareness of equity issues.

GRADE LEVEL: K-6 and their parents (Could be adapted for older students)

TIME REQUIRED: Preparation: 3 weeks
Event: 2 hours

ACTION TEAM: The Action Team decided to take an annual school-wide event on dance and redirect the emphasis. The team not only decided on an event which parents would attend, but also involved parent volunteers in assisting in costume preparation and filling balloons with helium.

This event broke the stereotype that "only girls dance" with the teachers as role models and a fun, creative experience in dancing. They changed the stereotype to the equitable message — "dancing is for everyone."

DESCRIPTION: Moving Towards Equality, Dancing Frees Us All was an event held by an elementary school to celebrate equity. Each grade level selected a dance routine in which all students participated.

The Grade 1 enactment of "Noah's Ark" was especially representative of breaking a stereotype. Brightly costumed woodcutters, followed by wood sawers, "hammerers" and painters, each represented by both girls and boys, danced and worked together to build the ark. Pairs of birds, bears, dragons and other animals, represented by boys and girls, then whirled their way away from the storm into the ark.

PREPARATION:

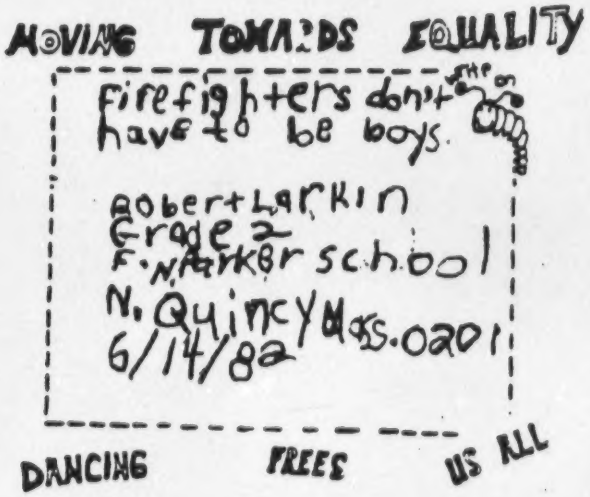
- Teachers developed dance routines and practiced with students, thereby breaking the stereotype themselves, as well as encouraging students to appreciate the fun and freedom of dancing.

- Teacher packets for the event included: Parent invitations on brightly-colored paper featuring the theme and logo, equity message and balloons, lesson suggestions for message writing, and a poster for classroom display with the theme and logo.

SCHOOL AND CLASSROOM ACTIVITIES:

- Parents were invited to attend the event by handwritten invitations from their children.

- Balloons, secured under a brightly colored parachute, were released at the beginning of the event. Each one contained an equity message from a child in the school.



Some of the students wrote their names and addresses on the back of the message indicating they wished to receive a reply.

- Following the balloon release a tribute to freedom and equality was made by the kindergarten through Grade 4 by a song "Look around and you'll see folks as equal as can be."

RESOURCES:

Becoming Sex Fair — Tredyffrin/Easttown Program

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